

Kindergarten

Children enter kindergarten with a wide variety of life experiences and abilities. They continue to transition from oral literacy to written literacy during the kindergarten year. Kindergarten students begin learning concepts about print— how to hold books, how to track print, and how to distinguish words from pictures and letters from words. By the end of the year, kindergarten students should know the basics of the sound-print code—that words contain sounds that are represented by letters, and that letters combine to make words.

Kindergarten students develop the ability to write letters and the ability to represent words with letters. They learn that pictures are different from words. When they begin to write, drawings represent words. During the kindergarten year, they begin to identify some basic sight words.

A beginning understanding of the conventions of language is a part of the kindergarten experience. Students begin to recognize sentences, and they begin to learn that those sentences begin with capital letters and end with some type of punctuation.

In kindergarten, students read and listen to several books for a variety of purposes and from various genres. They develop the ability to sustain their attention for an age-appropriate length of time, moving towards becoming independent readers. They increase the complexity of their spoken language, both with longer sentences and with more complex vocabulary through retelling and reenacting stories. Oral and written language becomes a vital part of the school day and provides the foundation for success in all aspects of learning. Students will begin to write in a variety of genres.

Reading

Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning. Several years of research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers over time, students need multiple opportunities to build essential skills. In their formative years of instruction, children must be read to and provided opportunities to practice independent reading. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world.

CONCEPTS OF PRINT

ELAKR1 The student demonstrates knowledge of concepts of print. The student

- a. Recognizes that print and pictures (signs and labels, newspapers, and informational books) can inform, entertain, and persuade.
- b. Demonstrates that print has meaning and represents spoken language in written form.
- c. Tracks text read from left to right and top to bottom.
- d. Distinguishes among written letters, words, and sentences.
- e. Recognizes that sentences in print are made up of separate words.
- f. Begins to understand that punctuation and capitalization are used in all written sentences.

PHONOLOGICAL AWARENESS

ELAKR2 The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student

- a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.
- b. Identifies component sounds (phonemes and combinations of phonemes) in spoken words.
- c. Blends and segments syllables in spoken words.
- d. Segments the phonemes in high frequency words.
- e. Blends spoken phonemes to make high frequency words.

PHONICS

ELAKR3 The student demonstrates the relationship between letters and letter combinations of written words and the sounds of spoken words. The student

- a. Demonstrates an understanding that there are systematic and predictable relationships between print and spoken sounds.
- b. Recognizes and names all uppercase and lowercase letters of the alphabet.
- c. Matches all consonant and short-vowel sounds to appropriate letters.
- d. Blends individual sounds to read one-syllable decodable words.
- e. Applies learned phonics skills when reading words and sentences in stories.

FLUENCY

ELAKR4 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Reads previously taught high frequency words at the rate of 30 words correct per minute.
- b. Reads previously taught grade-level text with appropriate expression.

VOCABULARY

ELAKR5 The student acquires and uses grade-level words to communicate effectively. The student

- a. Listens to a variety of texts and uses new vocabulary in oral language.
- b. Discusses the meaning of words and understands that some words have multiple meanings.

COMPREHENSION

ELAKR6 The student gains meaning from orally presented text. The student

- a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.
- b. Makes predictions from pictures and titles.
- c. Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text.
- d. Begins to distinguish fact from fiction in a read-aloud text.
- e. Retells familiar events and stories to include beginning, middle, and end.
- f. Uses prior knowledge, graphic features (illustrations), and graphic organizers to understand text.
- g. Connects life experiences to read-aloud text.
- h. Retells important facts in the student's own words.

Writing

The student begins to write text that develops a central idea or tells a story. The writing begins to show consideration of the audience and purpose. The student's writing begins to reflect the conventions of written English.

ELAKW1 The student begins to understand the principles of writing. The student

- a. Writes or dictates to describe familiar persons, places, objects, or experiences.
- b. Uses drawings, letters, and phonetically spelled words to create meaning.
- c. Accurately prints name, all uppercase and lowercase letters of the alphabet, and teacher-selected words.
- d. Uses left-to-right pattern of writing.
- e. Begins to use capitalization at the beginning of sentences and punctuation (periods and question marks) at the end of sentences.

ELAKW2 The student begins to write in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student writes a narrative that:

- a. Involves one event.
- b. Uses drawings, letters, and phonetically spelled words to describe a personal experience.
- c. Begins to use organizational structures (beginning, middle, end).
- d. May include describing words.
- e. May include a sense of closure.
- f. Includes oral or written prewriting to generate ideas (graphic organizers and pictures).
- g. May include a draft developed from prewriting.

The student produces informational writing that:

- a. Involves one topic.
- b. Uses drawings, letters, and phonetically spelled words to share information.
- c. Begins to use organizational structures (steps).
- d. May include describing words.
- e. May include a sense of closure.
- f. Includes oral or written pre-writing to generate ideas (graphic organizers and pictures).
- g. May include a draft developed from pre-writing.
- h. May publish a final copy.

The student produces a persuasive piece that:

- a. States an opinion.
- b. May use words, illustrations, or graphics to support an opinion.
- c. Begins to use formats appropriate to the genre (letter, poster).
- d. May include describing words.

- e. Pre-writes orally or written to generate ideas (graphic organizers and pictures).
- f. May include a draft developed from prewriting.
- g. May include a sense of closure.

The student produces a response to literature that:

- a. Retells a story orally, through pictures, or in writing.
- b. Makes connections: text-to-self, text-to-text, text- to-world.
- c. Begins to use organizational structures (beginning, middle, end)
- d. Pre-writes orally or written to generate ideas (graphic organizers, pictures).
- e. May include a draft developed from pre-writing.
- f. May include a sense of closure.

Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for effective communication. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELAKLSV1 The student uses oral and visual skills to communicate. The student

- a. Listens and speaks appropriately with peers and adults.
- b. Follows two-part oral directions.
- c. Repeats auditory sequences (letters, words, numbers, and rhythmic patterns).
- d. Recites short poems, rhymes, songs, and stories with repeated patterns.
- e. Describes people, places, things, locations, and actions.
- f. Increases vocabulary to reflect a growing range of interests and knowledge.
- g. Communicates effectively when relating experiences and retelling stories heard.
- h. Uses complete sentences when speaking.
- i. Begins to use subject-verb agreement and tense.